

Teacher's
Resource

FULLY ALIVE 2



RELIGIOUS EDUCATION PROGRAMME · YEAR 9 · KEY STAGE 3



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YEAR 9 · KEY STAGE 3

TEACHER'S RESOURCE

VERITAS

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INTRODUCTION

Fully Alive 2 is the second programme in the *Fully Alive* series and is intended for students in Year 9. Each lesson in the **Students' Book** explores either an aspect of the Catholic faith, such as a core belief, tradition or practice, or the beliefs and traditions of the other main Christian Churches in Northern Ireland. The students are always encouraged to think about their own lived experience and to apply what they are learning to that experience.

The backdrop to the content taught in the programme, and, indeed, the foundation of the Church's teachings, is the life of Jesus – the role model *par excellence*. In *Fully Alive 2*, the students also learn about the beliefs, symbols and traditions of Judaism. Opportunities for prayer are provided in each lesson, and there are specific prayer services for Advent and to mark the end of the school year.

This **Teacher's Resource** provides additional background information and practical advice in relation to the content covered in the Students' Book. It includes a clear outline of the Aim of each lesson, the Teaching Strategies that are used, and a list of any specific resources that you will need for a lesson.

As well as notes in relation to some of the activities already in the Students' Book, this resource provides instructions for supplementary and optional extension activities, including online activities. Having these in the Teacher's Resource rather than in the Students' Book will allow you the freedom to choose whether or not they are appropriate for your situation.

Direct links are provided in this resource to the worksheets, videos and assessments. Where required, such as in the case of a 'Fill in the missing words' worksheet exercise, answer keys are also included in this resource.

Each lesson in the Students' Book ends with a prayer time. Often, these prayer times will include readings from Scripture and/or prayers, which may be read out by individual students or by the class group. Sometimes, however, the prayer time will be a Guided Meditation, led by the teacher, in which case the text for such meditations is only included in this Teacher's Resource.

We hope that you will find this resource both useful and informative.

TERM 1

MODULE: BEGINNINGS

Lesson 1: Beginning Our New School Year

Aim of Lesson

- To explore with the students the mixed feelings they may be having about starting a new school year, and to guide them to take inspiration from the example of Jesus to face their challenges with courage and determination.

Teaching Strategies

- Exploration and Discussion
- Art activity
- Story
- [Worksheet 1](#), [Worksheet 2](#)
- Guided meditation

In relation to the **Starter Exercise: Art Activity** (page 7 of *Students' Book*): You might also like to participate in this activity by drawing an emoji.

In relation to **Worksheet 1** (page 9 of *Students' Book*): As an extension of this, you might invite the class to agree on a selection of the best **Top Tips for Year 8 Students**. Then, some volunteers could make posters featuring these tips to display around the school.

Worksheet 2 Extension Activity: Posters

[Key Skills: *Being Creative; Working with Others*]

Note: Students will need A3 sheets as well as crayons or colouring pencils.

- Invite each pair or group of students to use some of the ideas they came up with for **Worksheet 2** to make a poster naming and illustrating some of the actions that can help to make the school a happy and welcoming place for all (e.g. 'Smile!'; 'Reach out to someone who is feeling ignored').
- Encourage the students to use plenty of colour when making their posters, so that they are as attractive and eye-catching as possible.
- Display the posters in the school halls and corridors, to encourage all students to create an atmosphere of warmth and friendship in the school.

Prayer time (Guided Meditation): You may choose to have a candle or tea lights burning during the closing Guided Meditation. Alternatively, you might choose to use artificial lights. Read out the following text for the meditation slowly and prayerfully, giving the students time to pause for reflection at intervals, as indicated.

Sign of the Cross

Teacher

This week we talked about the mixed feelings we may be experiencing as we begin a new school year. I invite you to close your eyes now and we will spend a little time reflecting on these feelings.

Some of you may be excited and looking forward to the year ahead. Others may be feeling a little anxious or fearful.

Perhaps you are worried about the subjects that you will be studying, and about whether you will be able to keep up in class or not.

Some of you may be worried about being excluded from the group or bullied or not having friends. Think about how you are feeling right now. *(Pause)*

Jesus understands your fears and worries. He knows what it is like to be starting out on something new and to be feeling anxious about what lies ahead. He had to leave his hometown of Nazareth to do the work that his Father had sent him to do. The people did not always agree with his teaching but he persevered in spite of opposition. He always had the courage to keep on going. *(Pause)*

In the quiet of your heart, ask Jesus to give you the courage to face any difficulties that you may experience as you start into a new year in school. *(Pause)*

Jesus always reached out to those who were feeling sad or lonely or left out. He noticed when people were suffering or in any kind of need, and he helped them in whatever ways he could.

We, too, can look out for those who may be sad or lonely or feeling left out, for whatever reason.

In the quiet of your heart, ask Jesus to help you to reach out in friendship to others this year, especially to those who may be experiencing difficulties of any kind. *(Pause)*

When we help others and treat them with respect and fairness, we feel good about ourselves, and the people we help also feel good about themselves. Our helpful words and actions will make our school a happy and welcoming place for everyone.

Before we end our meditation, think about some of the nice things you will do for others in school this year. *(Pause)*

When you are ready, I invite you to open your eyes, look around at all the other students in the class, and look forward to the adventures and experiences you will share together this coming year.

Sign of the Cross

Lesson 2: The Story of Creation

Aim of Lesson

- To explore how the two accounts of creation – the faith account in the Book of Genesis and the scientific account – complement rather than contradict each other.

Teaching Strategies

- Exploration and Discussion
- Videos
- [Worksheet 3](#), [Worksheet 4](#)
- Class debate
- Prayer

To begin: Introduce the Theme of the Lesson

- Tell the students that in this lesson they will explore the two different stories of creation – of how the world and everything in it came into existence. On the one hand, there is the story that has emerged from the world of science, and, on the other, the faith account that is found in the Book of Genesis in the Bible. The students will explore how these two different ways of explaining the origins of the world complement rather than contradict each other.

Video 2.1: 'The True Size of the Universe As We Know It' (Starter Exercise) (page 13 of Students' Book)

Video 2.2: 'The Vatican Observatory' (page 17 of Students' Book)

Lesson 3: We Are Made in God's Image

Aim of Lesson

- To explore what it means to be made in God's image, and especially to reflect on how we can become more 'like God' by following the example of Jesus.

Teaching Strategies

- Exploration and Discussion
- [Worksheet 5](#)
- Reflective Activity
- Prayer

Resources needed

- Each student will need an A4 page and colouring materials for the Reflective Activity (page 23 of *Students' Book*).

To begin: Recap on Lesson 2

- Briefly recap on Lesson 2, where the students learned about the scientific and faith accounts of creation, and how they complement each other.
- Tell the students that in this lesson they will learn that human beings are created in the image of God. They will also be given an opportunity to reflect on how we can become more like God by imitating Jesus in our words, thoughts and actions.

Extension Activity

[Key Skills: *Being Creative; Thinking, Problem-Solving, Decision-Making*]

Note: Each student will need an A4 sheet of paper and colouring materials.

- Invite the students to review the image of God that they completed earlier in the lesson.
- Give them some time to consider whether their image has changed in any way, based on what they have explored in this lesson. If it has, they might like to show, using words and/or drawings, what their image of God is now.

In relation to the **Let's Pray** (page 24 of *Students' Book*): You will need to split the students into two groups in advance for the reading of the prayers.

Lesson 4: The Story of Adam and Eve

Aim of Lesson

- To explore with the students the story of Adam and Eve from the Book of Genesis and its relevance to their lives.

Teaching Strategies

- Exploration and Discussion
- [Worksheet 6](#), [Worksheet 7](#)
- 'Conscience Alley' Activity
- Prayer

To begin: Recap on Lesson 3

- Briefly recap on the story from the Book of Genesis about the creation of human beings. Recall that God made human beings 'to be like him'; in other words, to be images of God. The students learned that we can become more like God by following the example of Jesus.
- Tell the students that in this lesson they will explore the story of Adam and Eve from the Book of Genesis and what it means.

Extension Activity: Make Posters

[Key Skills: *Being Creative; Working with Others*]

Note: Each group will need a large sheet of art paper and colouring materials.

- Invite the students to form into small groups. Each group will make a poster that shows typical situations in everyday life where we can choose to reach out to or think about others and act in a responsible way, or we can choose to be self-centred or arrogant and think only of ourselves.
- **Examples, if needed:** We see someone accidentally drop money on the ground, and we can choose to pick it up and give it back to them or keep it; we have just finished eating a bar and we can choose to drop the wrapper on the path or dispose of it properly; we notice an elderly neighbour carrying heavy shopping bags and we can offer to help or just walk on by.
- When the students have completed their posters, invite volunteers to explain the images they have included to the class. This could form the basis for a class discussion around how we can all live in a more responsible and generous way, making the needs of others and the care of the environment our greatest priorities.

In relation to the **Let's Pray** (page 29 of *Students' Book*): You will need to choose three readers in advance of the prayer time.

Lesson 5: Each of Us Is God's Masterpiece

Note re. Assessments: There is a set of assessment questions and activities, along with a marking scheme, based on the content covered in **Lessons 1-5.**

[Assessment 1 \(L1-5\) Answer Key](#)

Aim of Lesson

- To explore how every person is unique and precious in the eyes of God and what this means for how we should live and how we should treat others.

Teaching Strategies

- Exploration and Discussion
- Video
- [Worksheet 8](#), [Worksheet 9](#), [Worksheet 10](#), [Worksheet 11](#), [Worksheet 12](#)
- Poetry activity
- Guided meditation

To begin: Recap on previous lessons

- Briefly recap on the story of creation from Lessons 3 and 4, including the story of how Adam and Eve failed to live up to their own goodness by disobeying God in the Garden of Eden.
- Tell the students that in this lesson they will explore how each one of us is precious in God's sight, and what that means for our lives.

[Video 5.1: 'Why Is Every Fingerprint Unique?' \(Starter Exercise\)](#) (page 30 of Students' Book)

In relation to **Worksheet 8** (page 31 of Students' Book): You may like to use the artwork that the students will produce to create a wall display for the classroom. This is entirely optional.

In relation to **Exploring How People Are Treated on Social Media** (page 35 of Students' Book): This may be an opportunity to explore online bullying, posting inappropriate images online, and any other negative experiences the students may have had.

In relation to **Worksheet 12** (page 35 of Students' Book): You might like to choose a time in class at the end of next week to have the students tell the class how they got on with implementing the actions they ticked on this worksheet activity and to share any stories or comments they might have in relation to it.

Before the Prayer Time: Invite the students to look over what they wrote for the fingerprint activity on **Worksheet 8**.

Prayer time (Guided Meditation): You may choose to have a candle or tea lights burning during the closing Guided Meditation. Alternatively, you might choose to use artificial lights. Read out the following text for the meditation slowly and prayerfully, giving the students time to pause for reflection at intervals, as indicated.

Sign of the Cross

Teacher

I invite you to pause for a moment. You may close your eyes ... *(Pause)*

Become aware of God looking at you ... and speaking to you ... *(Pause)*

God says to you, 'It is wonderful that you exist ... You are precious to me and I love you ... *(Pause)*

You are my masterpiece ... *(Pause)*

You need never compare yourself to anyone else, because you are perfect just as you are ...' *(Pause)*

Using your inside voice that no one else can hear, respond to God in your own words. *(Pause)*

When you are ready, open your eyes.

Sign of the Cross

Lesson 6: Free Will and Conscience

Aim of Lesson

- To explore with the students the concepts of free will and conscience, and how our conscience can help us to make good choices.

Teaching Strategies

- Exploration and Discussion
- [Worksheet 13](#), [Worksheet 14](#)
- Guided Meditation

Resources needed

- Each student will need an A4 page for the Starter Exercise (*page 36 of Students' Book*).

To begin: Recap on Lesson 5

- Briefly recap on Lesson 5, where the students explored how, because we are made in the image of God, each of us is precious. When we believe that about ourselves, it influences how we treat ourselves and others.
- Tell the students that in this lesson they will learn that God has given us the gift of free will, so that we have the ability to make our own choices about how to live. They will also explore how we develop or 'inform' our conscience so that it guides us well to make good decisions.

In relation to the class discussion around the **Starter Exercise** (*page 37 of Students' Book*): You might explore the following reasons for rules with the class: to keep everyone safe from harm; to

promote good behaviour; to protect against bad behaviour; to create an appropriate environment for learning; to help each person reach their potential.

Extension Activity: Make a Poster

[Key Skill: *Being Creative*]

Note: Each student will need an A3 page and colouring materials.

- Invite the students to think of three things that have helped them to inform their conscience – for example, a particular prayer, a piece of Scripture, a quote from an inspirational person, a person known to them who influences them by their good example, etc.
- Ask the students to create a poster that illustrates these influences. They may use words, pictures and/or symbols.
- When the students have completed this task, invite them to show and explain their poster to their classmates.

Prayer time (Guided Meditation): You may choose to have a candle or tea lights burning during the closing Guided Meditation. Alternatively, you might choose to use artificial lights. Read out the following text for the meditation slowly and prayerfully, giving the students time to pause for reflection at intervals, as indicated.

Sign of the Cross

Teacher

Look once again at Michelangelo's image of God reaching out to Adam. Imagine that the hand on the left is yours, and that God is reaching out to you. *(Pause)*

I invite you to close your eyes for a few moments now and keep that image in your mind ... of God reaching out to you, and you, in turn, reaching out to God. *(Pause)*

Reach out to God now and tell him, using your inside voice, about any difficulties you may have from day to day in trying to do the right thing and to avoid making bad decisions. *(Pause)*

Tell God about some of the circumstances that make it difficult for you sometimes to do the right thing, rather than what you know to be wrong. *(Pause)*

Perhaps certain things or people influence you to behave badly. *(Pause)*

Maybe you are influenced by what you see others doing online. *(Pause)*

Ask God to help you to be aware of these bad influences and to give you the courage to resist them. *(Pause)*

You can reach out to God any time you like. Believe that God will always be there for you. *(Pause)*

When you are ready, I invite you to open your eyes.

Sign of the Cross

Lesson 7: The Ten Commandments

Aim of Lesson

- To explore with the students how the Ten Commandments can help to inform our conscience and so guide us to make good choices.

Teaching Strategies

- Exploration and Discussion
- Story
- [Worksheet 15](#), [Worksheet 16](#)
- Prayer

To begin: Recap on Lesson 6

- Briefly recap on Lesson 6, where the students explored the gift of free will and how our conscience helps us to make good decisions.
- Tell the students that in this lesson they will revise what they learned previously about the Ten Commandments, and also add to that knowledge and understanding.

Note: Students will have explored the Ten Commandments in primary school. This lesson builds on that knowledge and focuses in a particular way on the Sixth and Ninth Commandments, which they may not previously have explored in detail.

In relation to **God's Covenant with Abraham** (*page 43 of Students' Book*): The students will have learned about God's covenant with Abraham in primary school. If you wish to read the Bible passages relating to that covenant, these are the key references: Genesis 12:1-2, 4-7; 7:1-8, 15-22.

Extension Activity: Creative Exercise

[*Key Skills: Being Creative; Working with Others*]

Note: Each group will need an A4 page.

- Invite the students to gather into groups of three or four, and give each group an A4 page.
- Ask each group to compose their own 'Ten Commandments' – ten things that they would encourage young people of their age to say or do in order to live in the way God wants us to.
- **Examples, if needed:** 'Say something kind, or nothing at all', 'Do what is right, not what is popular', and so on.
- When the students have completed this task, invite them to read out their list of 'Commandments' to the class.

In relation to the **Let's Pray** (*page 48 of Students' Book*): You will need to choose ten readers in advance of the prayer time.

Lesson 8: The Law of Love

Aim of Lesson

- To examine with the students Jesus' response to the question 'What is the greatest commandment?', and to explore how we can put into practice the 'Law of Love'.

Teaching Strategies

- Exploration and Discussion
- [Worksheet 17](#), [Worksheet 18](#)
- Group activity
- Video
- Guided Meditation

To begin: Recap on Lesson 7

- Briefly recap on Lesson 7, where the students learned that the Ten Commandments can guide our decision-making. The Ten Commandments form part of the agreement, or covenant, that we have with God. Remind the students that God has given us the gift of free will so that we can make our own decisions about how to live. The God-given gift of our conscience helps us to make good decisions. The Ten Commandments inform our conscience.

- Tell the students that they will now explore Jesus' teachings about the Greatest Commandment and the Law of Love.

Video 8.1: 'Living the Law of Love' (page 53 of *Students' Book*)

Extension Activity: 'Law of Love' Posters

[Key Skills: *Being Creative; Working Together*]

Note: Each pair or group of students will need a large sheet of paper and colouring materials.

- Invite the students to work in pairs or small groups to create their own cartoon or image to promote the Law of Love.
- They should produce this image in poster format.
- Display the students' posters in the classroom or around the school.

Prayer time (Guided Meditation): You may choose to have a candle or tea lights burning during the closing Guided Meditation. Alternatively, you might choose to use artificial lights. Read out these notes slowly and prayerfully, giving the students time to pause for reflection at intervals, as indicated. The concluding prayer is on page 56 of the *Students' Book*.

Sign of the Cross

Teacher

Every day of our lives we make choices. Sometimes we make the choice to follow the Law of Love, and to love others in the same way as we love ourselves.

At other times, we choose not to do that – either because we don't want to, or because we don't feel able to.

Allow your memory to wander back over this past week, over the choices you made and the actions you took that felt good, as well as those that you would rather forget. *(Pause)*

I invite you to close your eyes now as we take a little time to reflect. *(Pause)*

Take a deep breath in ... and out ... *(Pause)*

Think of a moment when you made a choice to show your love for another person – maybe

someone in school, someone in your family or community, or maybe even someone who was a stranger to you. *(Pause)*

Now think of a moment of choice where you chose not to show love for another person – maybe because that person was annoying you, or because you find it hard to get on with them, or because they were mean to you at some stage in the past. *(Pause)*

Remember, God cannot force us to love our neighbour. God cannot force us to love ourselves either. But God does want us to see in one another what he sees in each one of us – a person made in his image, who is precious and unique. And God wants us to choose the way of love every time. *(Pause)*

When you are ready, you may open your eyes. We will conclude our prayer time by saying together the prayer in your text.

Lesson 9: We Are Called to Care for the Earth

Aim of Lesson

- To explore with the students our responsibility to care for the earth, especially in the context of the threat now hanging over our planet as a result of climate change.

Teaching Strategies

- Exploration and Discussion
- Story
- [Worksheet 19](#), [Worksheet 20](#)
- Videos
- Creative Exercise: Poster
- Bible Search
- Prayer

Resources needed

- Students will need access to the internet and/or newspapers/magazines for the 'Creative Exercise: Poster' activity (page 59 of Students' Book), which may be done at home.
- One Bible for each pair of students for the Bible Search activity (page 61 of Students' Book).

To begin: Recap on Lesson 8

- Briefly recap on Lesson 8, where the students learned about the greatest commandment and the Law of Love.
- Tell the students that in this lesson they will explore how Jesus' call to love extends to caring for all of God's creation, including the earth itself. They will explore their role in bringing about climate change, and what they can do to help combat it.

[Video 9.1: 'Climate Justice in Our World'](#) (page 60 of Students' Book)

[Video 9.2: 'Laudato Si' – Care for Our Common Home'](#) (page 62 of Students' Book)

[Video 9.3 'We Are Called to Care for the Earth'](#) (page 63 of Students' Book)

Extension Activity: 'Carbon Footprint' Posters

[Key Skills: Being Creative; Working with Others; Self-Management]

Note: You will need art paper and colouring materials for each student.

- Begin by explaining to the students that a 'carbon footprint' is the amount of carbon dioxide that a person, organisation or

community releases into the atmosphere as a result of their activities.

- Then brainstorm ways in which the students could reduce their carbon footprint at home and in school. Ask questions such as the following, and prompt with examples like those provided (*in italics*) here if you feel that's necessary:
 - Is there anything you could do at home to reduce your/your family's carbon footprint? (*e.g. walk instead of asking to be driven; turn off lights and electrical items when they're not needed; reuse whenever possible – especially plastic and paper; recycle what cannot be reused; consider eating less meat and more vegetables – ideally home-grown vegetables; encourage your family to reduce the amount of fossil fuels that they burn; talk to your family members about the various ways in which they, too, can make an effort to reduce their carbon footprints*)
 - Is there anything we can do in school to reduce our carbon footprints? (*e.g. reusing, reducing and recycling paper and plastic; conserving water; using energy wisely; correctly disposing of waste, especially things like batteries; walking or cycling or travelling by public transport to school rather than by car where possible*)
- Introduce the concept of 'walking lightly on the earth'; in other words, living in the world in such a way as not to cause damage to the earth or to any of its inhabitants.
- Arrange the students into groups of two or three. Invite them to make posters that show, using images, words and/or symbols, ways in which they and their schoolmates could try to reduce their carbon footprints this year – both at home and at school.
- Invite the students to display these posters throughout the school under the heading 'Let's reduce our carbon footprints!' or 'Ways to walk lightly on the earth ...'.

In relation to the **Let's Pray** (page 63 of Students' Book): You will need to choose three readers in advance of the prayer time.

Lesson 10: Service Project – Caring for Our School Environment

Note re. Assessments: There is a set of assessment questions and activities, along with a marking scheme, based on the content covered in **Lessons 6-10. [Assessment 2 \(L6-10\) Answer Key](#)**

Aim of Lesson

- To give the students an opportunity to show their commitment to taking care of our planet by helping them to plan and set in motion a school-based environmental service project.

General Guidelines

- You will need to set aside one class period at the end of the time that is allocated for preparing the service projects (that is, when all students have completed Steps 3 and 4) in order to allow each of the groups to make a brief presentation in relation to their project, and to give them an opportunity to celebrate what they have set in motion in some small way.
- In preparation for their presentation, the students will be encouraged to take photographs or make a video clip.
- For the class celebration, you might suggest that each student would bring in a small food item and a drink, or the school might provide these. Immediately after the presentations might be the most appropriate time to have the celebration – to mark both the end of the preparations and the start of putting the project into action.

Teaching Strategies

- Exploration and Discussion
- Video
- Group work in preparation for service project
- [Worksheet 21](#), [Worksheet 22](#)
- Group presentations
- Small class-based celebration
- Prayer

To begin: Recap on Lesson 9

- Briefly recap on Lesson 9, where the students learned about how, as Christians, we are called to care for all of God's creation, including the earth itself. They also learned about how human actions can cause climate change, and about how they can play their part in helping to bring about climate justice.
- Tell the students that in this lesson they will actually *do* some of the actions they identified in the previous lesson, and show their commitment to taking care of our planet by putting into practice some of their own ideas for improving their school environment.

[Video 10.1: 'A Plastic-Free School' \(Starter Exercise\)](#) (page 65 of Students' Book)

This video link will bring you to a page on the RTÉ website. The clip may be accessed from the opening page of this website.

In relation to **Step 1 of the service project** (page 66 of Students' Book and Worksheet 21): While the students are engaged in this task, you might like to check out the following websites, which include ideas for environmental projects. Share any of these ideas that you feel are appropriate with the students, who may choose to add them to the ones that they themselves have come up with.

- [Eco-Schools Website](#) (Click on the 'Resources' tab for ideas!)
- [Eco-Schools: Keep Northern Ireland Beautiful](#)
- [Recycle-More – project ideas](#)

Lesson 11: We Remember Those Who Have Died

Aim of Lesson

- To explore with the students how the Church remembers and celebrates the lives of those who have died in a special way in the month of November. They will also explore some Jewish and Islamic traditions around death.
- Tell the students that in this lesson they will learn about how the Church remembers and celebrates the lives of those who have died in a special way in the month of November. They will also explore some Jewish and Islamic traditions around death.

Note: If you are aware that any student in the class has recently suffered a bereavement of a family member, close relative or friend, you might like to mention this and invite the class to include this student in their prayers this month. You might also find opportunities to mention this person who has died at appropriate stages in the course of the lesson, such as when the students are engaged in the Tree of Remembrance activity, or during the final prayer time.

Teaching Strategies

- Exploration and Discussion
- [Worksheet 23](#)
- Videos
- Critique a painting
- Creative activity: Tree of Remembrance
- Prayer Service (with lyric video)

Resources needed

- For the Creative Activity: 'Tree of Remembrance' (*page 75 of Students' Book*), each student will need an A4 page (with a hole punched in it) and a piece of wool or string. You will also need a sturdy branch, from which the students will hang their paper 'leaves'.
- For the Prayer Service (*page 75 of Students' Book*), you will need a candle. This will be placed next to the Tree of Remembrance.

To begin: Recap on Lesson 10

- Briefly recap on the previous lesson, where the students planned a school-based environmental service project.
- You may like to give each group some time at the start of this lesson to update the class on how their project is going, and/or to plan their next steps.

In relation to **Worksheet 23** (*page 70 of Students' Book*): Apart from having the students answer the questions on this worksheet, you might like to invite some or all of the students to do short presentations on their assigned saint – orally, digitally (for example PowerPoint) or on poster paper, with video clips or photographs, as appropriate.

[Video 11.1: 'Dia De Los Muertos'](#) (*page 71 of Students' Book*)

Extension Activity: Sacred Space

[*Key Skills: Being Creative; Working with Others*]

- Invite the students (or a small group of them) to work together to make a sacred space in a common area in the school (e.g. *reception area*) based on the theme 'In November, We Remember'.
- Offer the following materials to get them started: dry leaves, a cross/crucifix, a picture of a saint relevant to your particular school, a Tree/Book of Remembrance, battery-powered candle(s), and so on.

In relation to the **Prayer Service** (*page 75 of Students' Book*): Before you begin, choose fifteen students to do the readings, and one student to light the candle, which should be placed next to the Tree of Remembrance. Ideally, students should stand around or near the Tree of Remembrance.

[Video 11.2: Song 'Tears in Heaven' by Eric Clapton](#) (*page 78 of Students' Book*) – to conclude the prayer time.

Lesson 12: We Celebrate the Events of the Liturgical Year

Aim of Lesson

- To explore with the students the six seasons of the Liturgical Year and what they represent.

Teaching Strategies

- Exploration and Discussion
- [Worksheet 24](#)
- Diagrams
- Prayer

To begin: Recap on Lesson 11

- Briefly recap on Lesson 11, where the students learned that November is a special time for remembering and praying for people who have died.
- You may like to give the students some time at the start of this lesson to reflect on how their service project is going and/or to plan their next steps.
- Tell the students that this lesson will focus on the Liturgical (Church) Year, which begins four Sundays before Christmas Day.

ANSWER KEY for Worksheet 24 (page 85 of Students' Book)

The missing words are underlined below.

Advent

- Advent is the first season of the Liturgical Year. It begins four weeks before Christmas and ends early on Christmas Eve.
- It is a time of preparation for the celebration of the birth of Jesus.
- The special feast of Mary, called The Immaculate Conception, takes place on 8 December.
- The colour for Advent is violet.

Christmas

- The Church season of Christmas begins on Christmas Eve night and continues until the feast of the Baptism of the Lord, when we remember the day Jesus was baptised by John the Baptist.
- During the season of Christmas, we celebrate Jesus coming into the world as a human being.
- The celebratory colours of the Christmas season are white and gold.

Ordinary Time (Part 1)

- During the Liturgical Year, when it is not Advent, Christmas, Lent or Easter, it is Ordinary Time.
- Ordinary Time occurs twice during the Church Year.
- Green is the colour used during this time. Green is the colour of growth.
- Shrove Tuesday ends this first stretch of Ordinary Time. It is the day before Ash Wednesday (which marks the start of Lent).

Lent

- Lent is a season of preparation and for bringing about change for the better in our lives, as we prepare to celebrate Jesus' resurrection at Easter.
- Lent is a time for prayer, fasting, or abstaining from things we like, giving generously to people who are in need, and saying sorry to God and to others for what we have done wrong.
- Lent recalls the forty days that Jesus spent in the desert before he began the work that God the Father had sent him to do on earth.
- Ashes are put on our forehead on Ash Wednesday.
- The colour for Lent is violet.

The Easter Triduum

- The word 'triduum' is the Latin word for 'three days'.
- **DAY 1: Holy Thursday evening to Good Friday evening.** The Triduum begins with the Mass of the Lord's Supper on Holy Thursday evening. The colour for this time is white or gold.
- This twenty-four hours also includes the celebration of Good Friday, which recalls the suffering and death of Jesus. People reverence (and kiss) the cross or crucifix. This celebration does not include Mass. The colour for this time is red – recalling bloodshed and martyrdom.
- **DAY 2: Good Friday evening to Holy Saturday evening.** A quiet day, recalling the burial of Jesus. The colour for this day is violet – the colour of mourning. No Mass is celebrated during this time.
- **DAY 3: Holy Saturday Night to Easter Sunday evening.** The third day of the Triduum begins

with the Easter Vigil, which is celebrated after dark. The paschal candle is lit. We renew our baptismal promises. Adults who are to become Christians are baptised that night. Mass is celebrated with special music and joy. The colour for this time is white or gold.

Easter

- The Easter season begins on Easter Sunday and continues for fifty days.
- On Easter Sunday, we remember that God the Father raised Jesus to new life in a glorious body. This event is known as the Resurrection.
- On Easter Sunday we recall the finding of the empty tomb and we celebrate the resurrection of Jesus. At Mass, people renew their baptismal promises.
- Pentecost Sunday is the last day of the Easter season. It marks the events in which the friends of Jesus received the power of the Holy Spirit. The colour red may also be used.
- The date of Easter Sunday is different every year. It occurs on the Sunday after the first full

moon that appears after the spring equinox (21 March).

- The colour for Easter is white or gold.

Ordinary Time (Part 2)

- The second stretch of Ordinary Time in the Liturgical Year begins on the Monday after Pentecost (the last day of the Easter season) and ends on the Saturday afternoon before the First Sunday of Advent.
- Like the first part of Ordinary Time, its colour is green, the colour of growth.
- The Feast of Christ the King is on the Last Sunday in Ordinary Time, before the season of Advent.

In relation to the **Let's Pray** (page 85 of *Students' Book*): You will need to choose six readers in advance of the prayer time.

Lesson 13: We Celebrate the Birth of Jesus at Christmas

Note re. Assessments: There is a set of assessment questions and activities, along with a marking scheme, based on the content covered in **Lessons 11–13. [Assessment 3 \(L11-13\)](#) [Answer Key](#)**

Aim of Lesson

- To explore with the students some of the different traditions around Christmas and to reflect on the story of the birth of Jesus from the Gospel of Luke, with a focus on the role of the innkeeper.

Teaching Strategies

- Exploration and Discussion
- Videos
- [Worksheet 25](#), [Worksheet 26](#)
- Critique of Christmas card illustrations
- Prayer

To begin: Recap on Lesson 12

- Briefly recap on what the students learned in Lesson 12 about the liturgical seasons of Advent and Christmas. You may also like to give the students some time at the start of this lesson to reflect on how their environment service project is going, and/or to plan their next steps.
- Tell the students that in this lesson they will think about how Christmas is celebrated in Northern Ireland, and reflect on the story of the birth of Jesus from the Gospel of Luke, with a focus on the role of the innkeeper.

[Video 13.1: 'Christmas Traditions in Our Homes' \(Starter Exercise\)](#) (page 91 of Students' Book)

In relation to the activity '**Look and Respond: José Y Maria**' (page 92-93 of Students' Book):

See how many references to the Nativity story the students can spot for themselves, before reading out the following list.

- The motel is called 'Dave's City' – a reference to Bethlehem, the city of King David.
- There were no vacancies, just as there was no room in the inn.
- The sign underneath the motel name indicates that the motel has a new manager, but a letter is missing, so it spells out the word 'manger'.
- There are references to the star, to Good News and to the wise men on the posters in the window.
- Mary's hoodie has the name 'Nazareth High School' on it.
- The nametag on Joseph's shirt says 'José', the Spanish for Joseph.
- Mary is sitting on a donkey.
- There is a sticker that says 'Gloria!' on the telephone.
- There is a shoot growing out of the concrete – a reference to the Book of Isaiah in the Old Testament, which states: 'The royal line of David is like a tree that has been cut down; but just as new branches sprout from a stump, so a new king will arise from among David's descendants' (Isaiah 11:1). The 'new king' was Jesus!
- There is also a verse from the book of the prophet Ezekiel referenced on the side of the phone booth. It is Ezekiel 34:15-16, which begins: 'I myself will be the shepherd of my sheep, and I will find them a place to rest...'
- There are advertisements in the newspaper that's lying on the ground for 'Glad', 'Tide' and 'Shepherd Watches'.
- The sign behind Mary's head says 'Save More'.

Extension Activity: Card-Making

[Key Skill: Being Creative]

Note: *The students will need light card and other art materials for this activity.*

- Invite the students to design a Christmas card.
- Encourage them to try and think of something different from the traditional Nativity scene; for instance, they might depict a caring innkeeper reaching out to help Mary and Joseph, or they might depict Mary and Joseph knocking on the door of an inn. Remind them of the way Everett Patterson depicted the Holy Family in his illustration *José Y María*. They, too, might choose to include some contemporary characters or symbols on their cards.
- Make a display of the students' cards, as appropriate.

In relation to the **Let's Pray** (page 96 of *Students' Book*): You will need to choose two readers in advance of the prayer time.

Video 13.2: 'O Holy Night' (page 97 of *Students' Book*) – to conclude the prayer time.

TERM 2

MODULE: CONFLICT AMONG THE FOLLOWERS OF JESUS

Lesson 14: Conflict and Reconciliation

Aim of Lesson

- To explore with the students the nature and causes of conflict, and the best ways to deal with it.

Teaching Strategies

- Exploration and Discussion
- Videos
- [Worksheet 27](#), [Worksheet 28](#)
- Group Activity
- Prayer

Resources needed

- Five sheets of poster paper and five markers for the Starter Exercise 'Exploring Conflict' (page 98 of *Students' Book*).
- The students will need access to the internet in order to do the exercise on Worksheet 28 (page 103 of *Students' Book*). This exercise could be given as homework.
- The students will need access to the internet if they are doing the 'Extension Activity: Nelson Mandela Poster' (see below).

To begin: Recap on Lesson 13

- You may like to begin by chatting with the students about how they celebrated Christmas, focusing in particular on any religious observances they engaged in.
- Tell the students that this lesson will focus on when and why conflict happens, and how best to deal with it.

[Video 14.1: 'Young People Talking about Conflict'](#)

(page 99 of *Students' Book*)

[Video 14.2: Clip from the film *Invictus*](#) (page 102 of *Students' Book*)

Extension Activity: Nelson Mandela Poster

[Key Skills: *Being Creative; Thinking, Problem-Solving, Decision-Making*]

Note: Students will need access to the internet for this activity, which may be done at home. Each student will also need an A3 sheet of paper and colouring materials.

- Invite the students to search for a quotation from Nelson Mandela related to the topic of conflict, reconciliation, forgiveness or peace.
- Their task will be to create a poster using their quote for display around the classroom or the school.

Lesson 15: Conflict Inside and Outside of the Early Church

Aim of Lesson

- To explore with the students some of the sources of conflict both inside and outside of the early Church, and the people who provided leadership and guidance.

Teaching Strategies

- Exploration and Discussion
- [Worksheet 29](#), [Worksheet 30](#)
- Critique of a painting
- Videos
- Research activity
- Prayer

Resources needed

- The students will need access to the internet in order to answer the questions on [Worksheet 29](#) (page 108 of *Students' Book*), which may be done at home.
- The students will need access to the internet for the Research Activity related to [Worksheet 30](#) (page 110 of *Students' Book*), which may also be done at home.

Recap on Lesson 14

- Briefly recap on the topic of conflict. Ask the students to name some of the causes of conflict. Then ask them to describe three good ways of dealing with conflict, and three responses to conflict that ought to be avoided.

- Tell the students that in this lesson they will learn that conflicts sometimes developed among the first followers of Jesus. They will also hear about the people who provided leadership in the early Church and tried to resolve such conflicts.

Video 15.1: 'The Conflict Story Behind Adidas and Puma' (page 105 of *Students' Book*)

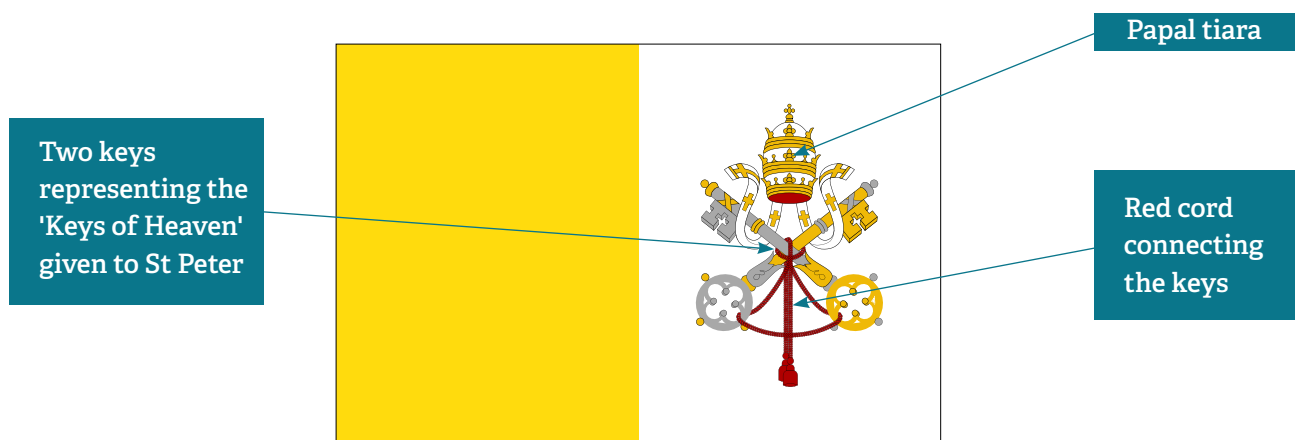
Video 15.2: 'The Life of St Peter, the First Pope' (page 109 of *Students' Book*)

Extension Activity: Creative Exercise

[Key Skill: Being Creative]

Note: Each student will need an A4 sheet of paper and colouring materials for this activity.

- Chat about the various elements of the flag of the Holy See (see below; this may also be found online). Explain to the students that the term 'Holy See', also called the See of Rome, is used when referring to the area governed by the Bishop of Rome (the Pope), which includes the Vatican and the entire Catholic Church.
- Invite the students to sketch and colour the flag, labelling the various elements of the coat-of-arms.



In relation to the **Let's Pray** (page 110 of *Students' Book*): You will need to choose five readers in advance of the prayer time.

Lesson 16: The Church Splits Between East and West

Preparatory Note

Where possible, you might like to arrange a visit to an Orthodox place of worship during the week when the students are studying this lesson. You might also arrange for an Orthodox Christian to visit your class and speak to the students about their beliefs and traditions.

Aim of Lesson

- To explore with the students the events and circumstances that led to the Great Schism of 1054, as well as the beliefs and practices of Orthodox Christians.

Teaching Strategies

- Exploration and Discussion
- [Worksheet 31](#), [Worksheet 32](#)
- Videos
- Prayer

To begin: Recap on Lesson 15

- Briefly recap on Lesson 15, where the students learned about the sources of conflict that emerged in the early Church, as the first followers of Jesus established communities of faith. Sometimes, conflicts would emerge about beliefs and practices within these communities. The Bishop of Rome, who became known as the Pope, was sometimes called upon to settle these disputes.
- Tell the students that in this lesson they will learn about the conflict that led to a permanent split in the Church – one that remains to this day.

[Video 16.1: 'Pope gifts relics to Patriarch Bartholomew in sign of Church unity'](#)
(page 117 of Students' Book)

[Video 16.2: 'An Introduction to the Orthodox Worship Space'](#) (page 118 of Students' Book)

In relation to the **Let's Pray** (page 118 of Students' Book): You will need to choose ten readers in advance of the prayer time.

Lesson 17: A Second Split in Western Christianity

Note re. Assessments: There is a set of assessment questions and activities, along with a marking scheme, based on the content covered in **Lessons 14-17. [Assessment 4 \(L14-17\)](#) [Answer Key](#)**

Aim of Lesson

- To explore with the students the second major split in Western Christianity, which led to the Protestant Reformation and the emergence of Protestantism.

Teaching Strategies

- Exploration and Discussion
- [Worksheet 33](#), [Worksheet 34](#)
- Video
- Prayer

Resources needed

- The students will need access to the internet if they are doing the 'Extension Activity: Research Exercise' (see below). They will also need access to a presentation programme such as PowerPoint or Prezi.

To begin: Recap on Lesson 16

- Briefly recap on the Great Schism of 1054, and how it led to a permanent split between Eastern and Western Christianity, leaving us with the Orthodox Church and the Roman Catholic Church.
- Tell the students that in this lesson they will learn about a further split in the Catholic Church in the sixteenth century, which began the Reformed tradition that became known as Protestantism.

[Video 17.1: 'Martin Luther and the Protestant Reformation'](#) (page 124 of Students' Book)

Extension Activity: Research Exercise

[Key Skills: *Managing Information; Working with Others*]

Note: The students will need access to the internet for this activity. They will also need access to a presentation programme such as PowerPoint or Prezi. You could assign the activity either in class or for homework over a longer time period. Where possible, offer the students an opportunity to present their findings to the class in the coming weeks, as they continue to work on this topic.

- Invite the students to work in pairs or in groups to investigate the life of either Martin Luther, Pope Leo X or King Henry VIII.
- Encourage the students to find an image of their chosen person, and to research ten key facts about them. These facts may be biographical (date and place of birth, death, etc.), or they may instead reflect their beliefs and actions during the Reformation.

In relation to the **Let's Pray** (page 126 of Students' Book): You will need to choose seven readers in advance of the prayer time.

Lesson 18: The Presbyterian Church in Ireland

Preparatory Note

- During the course of exploring this lesson, you might like to ask a representative of your local Presbyterian congregation to meet your class. The meeting could take place in your school or in a local Presbyterian 'meeting house' or place of worship. You might find it helpful to prepare some questions in advance.
- An opportunity is provided on the first worksheet for this lesson for the students to record any questions they have about the Presbyterian Church. Some of these questions might be put to the visiting Presbyterian representative.
- If it is local to you, you might like to take your class on a visit to the Presbyterian Assembly Buildings in Belfast. A visitor exhibition here sets out the history of Presbyterianism and its contribution and place in Irish society.

Aim of Lesson

- To explore the history and the key beliefs and practices of the Presbyterian Church in Ireland.

Teaching Strategies

- Exploration and Discussion
- [Worksheet 35](#), [Worksheet 36](#)
- Videos
- Prayer

Resources needed

- The students will need access to the internet if they are doing the 'Extension Activity: Research Exercise' (see below).

To begin: Recap on Lesson 17

- Briefly recap on what the students learned about the Protestant Reformation and the origins of the Christian tradition that became known as Protestantism.
- Tell the students that in this lesson they will explore the history, traditions and teachings of the Presbyterian Church in Ireland, which is the largest Protestant denomination in Northern Ireland.

[Video 18.1: 'South Belfast Friendship House' \(Starter Exercise\)](#) (page 128 of Students' Book)

[Video 18.2: 'An Interview with Reverend David Cupples of the Presbyterian Church in Enniskillen'](#) (page 132 of Students' Book)

Note: In this video, Reverend David Cupples, retired minister of the Presbyterian Church in Enniskillen, takes us on a tour of a Presbyterian church building, explaining its features and what happens during a Sunday service. He also explains key aspects of Presbyterian faith and practice, such as how and why Presbyterians celebrate just two sacraments – Baptism and Communion. He ends the clip with some reflective comments about the common bonds that unite all the Christian churches. Watching this video should help the students to get a good grasp of what it means to be a Presbyterian in Northern Ireland today, and also help to consolidate the key information about Presbyterianism that they have already been given in the course of this lesson.

Extension Activity: Research Exercise

[Key Skill: Working with Others]

Note: Students will need access to the internet for this activity, which may be done at home.

- Invite the students to browse the website of the Presbyterian Church in Ireland – www.presbyterianireland.org. Encourage them to uncover five things they didn't know about the Presbyterian Church in Ireland and to make a note of these.
- In class the following day, invite the students to form into pairs or small groups to share what they have learned.

In relation to the **Let's Pray** (page 132 of Students' Book): You will need to choose one reader in advance of the prayer time.

Lesson 19: The Church of Ireland (Anglican Communion)

Preparatory Note

- You might like to contact your local Church of Ireland parish and ask if a representative of the parish could meet with your class. The meeting might take place in your school or in the local Church of Ireland building. You may find it helpful to prepare some questions in advance.
- An opportunity is provided on the first worksheet of this lesson for the students to record any questions they have about the Church of Ireland and the Anglican Communion. Some of these questions might be put to the visiting Church of Ireland representative.

Aim of Lesson

- To explore the history and the key beliefs and practices of the Church of Ireland, the third-largest Christian denomination in Northern Ireland and a member of the Anglican Communion.

Teaching Strategies

- Exploration and Discussion
- [Worksheet 37](#), [Worksheet 38](#)
- Videos
- Research activity
- Prayer (with music)

Resources needed

- Students will need access to the internet for the 'Research Activity & Worksheet Exercise' (page 136 of *Students' Book*), which may be done at home.
- Students will need access to the internet if they are doing the 'Extension Activity: Research Exercise' (see below).

Recap on Lesson 18

- Briefly recap on the previous lesson about the Presbyterian Church in Ireland. Recall the history, key beliefs and religious practices of those who belong to this community of faith.
- Tell the students that in this lesson they will explore the history, beliefs and practices of members of the Church of Ireland, the third-largest Christian denomination in Northern Ireland and a member of the Anglican Communion.

Video 19.1: 'Interview with Pat Storey, the Church of Ireland's first female bishop' (Starter Exercise) (page 134 of *Students' Book*)

Video 19.2: 'The Book of Common Prayer' (page 138 of *Students' Book*)

Video 19.3: 'Church of Ireland students talk about their faith' (page 138 of *Students' Book*)

Extension Activity: Research Exercise

[Key Skill: Working with Others]

Note: Students will need access to the internet for this activity, which may be done at home.

- Invite the students to browse the website of the Church of Ireland – www.ireland.anglican.org. Their task is to uncover five things they didn't know about the Church of Ireland and to make a note of these.
- In class the following day, invite the students to form into pairs or small groups to share what they have learned.

Video 19.4: 'Amazing Grace' (page 139 of *Students' Book*) – to conclude the prayer time.

Lesson 20: The Methodist Church in Ireland

Preparatory Note

- You might like to contact your local Methodist Church and ask if a representative of the parish could meet with your class. The meeting might take place in your school or in the local Methodist Church building. You may find it helpful to prepare some questions in advance.
- An opportunity is provided on the first worksheet for this lesson for the students to record any questions they have about the Methodist Church in Ireland. Some of these questions might be put to the visiting Methodist representative.

Aim of Lesson

- To explore the history and the key beliefs and practices of the Methodist Church in Ireland.

Teaching Strategies

- Exploration and Discussion
- [Worksheet 39](#), [Worksheet 40](#)
- Videos
- Prayer (*lectio divina*)

Resources needed

- Students will need access to the internet for the activity on [Worksheet 39](#) (*page 142 of Students' Book*), which may be done at home.

Recap on Lesson 19

- Briefly recap on the previous lesson about the Church of Ireland (Anglican Communion). Recall the history, key beliefs and religious practices of those who belong to this community of faith.
- Tell the students that in this lesson they will explore the history, beliefs and practices of another of the main Christian denominations in Northern Ireland – the Methodist Church.

[Video 20.1: 'A Welcome Message from the Methodist Church in Ireland' \(Starter Exercise\)](#) (*page 140 of Students' Book*)

[Video 20.2: 'John Wesley and the Origins of Methodism'](#) (*page 141 of Students' Book*)

[Video 20.3: 'Sunday Worship in the Methodist Church'](#) (*page 144 of Students' Book*)

Prayer time (*Lectio Divina*) *page 145 of Students' Book*: You may choose to have a candle or tea lights burning during this *Lectio Divina* activity. Alternatively, you might choose to use artificial lights.

- If possible, arrange for all of the students to sit in a circle.
- You will need to arrange for four students to read the Scripture passage aloud during the various stages of this prayer exercise. The Scripture passage is on page 145 of the *Students' Book*.

Sign of the Cross

Teacher

This week, we have once again learned about what another Christian community in Northern Ireland believes and how its members worship and practise their faith.

We are united with our Methodist brothers and sisters in many things, including our belief that the Bible is the Word of God.

The common bond of our Christian faith is stronger than anything that divides us. Together, we will now pray using the method of prayer called *lectio divina*.

So, let's begin. If you are comfortable doing so, you may close your eyes and I will guide you through the steps. Four students will help me with the readings.

STEP 1: Read (Lectio)

The first student reads the Scripture passage slowly, while the other students listen attentively.

After the passage has been read:

Teacher

Recall a word or phrase from the passage that stands out for you. At this stage, you don't have to think about why that word or phrase stands out for you. *(Pause)*

Starting with you, the teacher, share the word or phrase that stood out for you, then go around the circle and invite each student to share their word or phrase. Assure the students that there is no right or wrong answer or example.

STEP 2: Reflect (Meditatio)

Teacher

You are now going to hear the story for a second time. This time, imagine yourself in the story, either as one of the apostles who are there listening to Jesus, or else as someone seeing it from the outside. Imagine the scene: what it looked like, sounded like and felt like.

Invite the second student to read the passage slowly.

Pause.

Again, starting with you, the teacher, go around the circle and invite everyone to share who they imagined themselves to be and what stood out for them this time around. Again, assure them that there is no right or wrong response.

STEP 3: Pray (Oratio)

Teacher

You are now going to hear the story for the third time. This time, I want you to think about what God is saying to you in this passage.

Invite the third student to read the passage slowly. Pause for a slightly longer period of time than before.

Teacher

This time, you will not be sharing but instead turning your thoughts into a prayer to God. Talk to God in your heart about what this passage means, and listen to what God is saying to you through it.

STEP 4: Contemplate (Contemplatio)

Teacher

You are now going to hear the story for a final time.

Invite the fourth student to read the passage slowly.

Teacher

I invite you now to think about what message God wants you to take away from this prayer time and apply to your life. *(Pause)*

Starting with you, go around the circle and invite everyone to share what they are taking away from this prayer time. Assure them that there is no right or wrong answer.

Teacher

God guides all Christians through his Word. God has spoken to each of us individually during this prayer time, so that, although we all prayed with the same Scripture passage, we have all taken something unique from it.

We pray that we can work together, as disciples of Jesus, to bring about the kind of world that God wants us to build here on earth: a world of love, peace and justice for all. Together, let us pray the *Glory Be to the Father*.

All: Glory be to the Father ...

Sign of the Cross

Lesson 21: The Catholic Church

Note re. Assessments: There is a set of assessment questions and activities, along with a marking scheme, based on the content covered in **Lessons 18-21. [Assessment 5 \(L18-21\) Answer Key](#)**

Aim of Lesson

- To explore the history and the key beliefs and practices of the Catholic Church.

Teaching Strategies

- Exploration and Discussion
- [Worksheet 41](#), [Worksheet 42](#)
- Video
- Prayer

To begin: Recap on Lesson 20

- Briefly recap on what the students learned about the Methodist Church in Lesson 20. Recall the history, key beliefs and religious practices of those who belong to this community of faith.
- Tell the students that in this lesson they will explore the history, beliefs and practices of members of the Catholic Church, the largest Christian denomination in Northern Ireland, which may be very familiar to many of them.

In relation to the **Starter Exercise: Worksheet Exercise** (page 146 of *Students' Book*): Make sure everyone is clear about how a KWL chart works. In the first column they will write *what they already know* about a topic; in the second column they will state *what they would like to know* – such as any questions they may have about the topic; and they will complete the third column only after they have acquired new knowledge on the topic – in this case, it will be based on *what they have learned* from their study of Lesson 21.

We suggest that you take note of what the students write in the **W** (What we **W**ant to Know) column for your own information, so that you will be aware of the areas that might need special attention as you work through the chapter.

In relation to **The Seven Sacraments of the Catholic Church** (page 150 of *Students' Book*): In the illustration, the symbols represent (from top left to right) Baptism, Confirmation, Eucharist, and the Sacrament of Reconciliation or Penance; (from bottom left to right) Marriage, Holy Orders and Anointing of the Sick.

Protestant churches only celebrate two sacraments – Baptism and Holy Communion.

In relation to **Sunday Worship in the Catholic Church** (page 153 of *Students' Book*): The students were shown video clips of the key parts of the Mass in Year 8. If you wish to have them watch some or all of those video clips again, they are in Fully Alive 1, Lesson 36, 'The Celebration of the Mass Today'.

You may like to have your students look at the website of your local Catholic parish and find out what time the Sunday Vigil or Sunday Mass is held. They may also use this opportunity to familiarise themselves with the other activities that are part of parish work and parish life.

[Video 21.1: 'Monsignor Peter O'Reilly talks about his experience of Mass'](#) (page 154 of *Students' Book*)

In relation to the **Let's Pray** (page 154 of *Students' Book*): You will need to choose four readers in advance of the prayer time.

Lesson 22: Unity in the Christian Family

Aim of Lesson

- To explore with the students how all Christians, from the various different churches and denominations, are one family, and how the Church contributes to the work of ecumenism, which aims to unite all Christians.

Teaching Strategies

- Exploration and Discussion
- [Worksheet 43](#), [Worksheet 44](#)
- Video
- Prayer

To begin: Recap on previous lessons

- Briefly recap on what you have learned about the main Christian churches in Northern Ireland over the last few weeks:
 - The Presbyterian Church
 - The Church of Ireland (Anglican Communion)
 - The Methodist Church
 - The Catholic Church

- Tell the students that in this lesson they will explore how all the Christian churches, though they may have different beliefs, practices and traditions, are one family, united in their belief in Jesus Christ.
- They will learn about ecumenism and the efforts of the Church to unite the divided members of the Christian family. They will also learn about John Hume, as an example of someone from Northern Ireland who worked to bring about peace and unity during the Troubles.

In relation to **Week of Prayer for Christian Unity** (*page 160 of Students' Book*): You might like to check out the Irish Catholic Bishops' Conference website at <https://www.catholicbishops.ie/> to see what the theme is for this year. You will also find a video clip in relation to the current year's Week of Prayer for Christian Unity on that website.

[Video 22.1: 'John Hume – A Champion of Peace'](#)
(*page 161 of Students' Book*)

Lesson 23: Ecumenism in Action

Preparatory Note

There is a suggestion on page 167 of the Students' Book (Activity Option no. 2) that you might make contact with a school or parish of a different Christian denomination, and see what possibilities there are for students to work together on a social project. This may take some time and planning but it would be an extraordinary way for students to be part of an ecumenical project, rather than just learn about one.

Aim of Lesson

- To explore with the students examples of ecumenism in action in Northern Ireland.

Teaching Strategies

- Exploration and Discussion
- [Worksheet 45](#), [Worksheet 46](#)
- Videos
- Research activity
- Creative activity
- Prayer

Resources needed

- Students will need access to the internet for the 'Research Activity & Worksheet Exercise' (page 166 of Students' Book), which may be done at home.
- Students may need poster paper and colouring materials for option 1 of the exercise 'Let's work together on an ecumenical activity' (page 167 of Students' Book).

Recap on Lesson 22

- Briefly recap on Lesson 22, where the students learned about the many beliefs that are common to all Christians, and about the Church's efforts to promote Christian unity. Remind the students that, in the last hundred years or so, Christian churches began to work together for worldwide unity of Christians, in an effort to heal the divisions that exist.

- Recall the definition of the term 'ecumenism' as the efforts Christians make to bring about unity among the different Christian denominations and traditions. Tell the students that in this lesson they will explore how members of the various Christian churches here in Northern Ireland work together to build the Kingdom of God that Jesus spoke of so often. This is ecumenism in action.

[Video 23.1: 'The Power of Teamwork' \(Starter Exercise\)](#) (page 163 of Students' Book)

[Video 23.2: 'Corrymeela'](#) (page 165 of Students' Book)

[Video 23.3: 'T:BUC at Corrymeela'](#) (page 165 of Students' Book)

In relation to **T:BUC camps**: Teachers or youth groups can apply for their students to get involved with T:BUC camps by going to the Executive Office website and looking up 'T:BUC Camps'.

In relation to the **Research Activity & Worksheet Exercise** (page 166 of Students' Book): You might like to add to or replace any of the suggested ecumenical organisations with a local organisation that engages in ecumenical activities, whose work you are familiar with.

In relation to **Let's work together on an ecumenical activity** (page 167 of Students' Book): The students might have the best ideas, so include them in the conversation before deciding on the project. Chat about topics of concern in your locality, in Northern Ireland or in the wider world at this time. What can Christians, working together, do to help?

Lesson 24: Holy Week and Easter

Note re. Assessments: There is a set of assessment questions and activities, along with a marking scheme, based on the content covered in **Lessons 22-24. [Assessment 6 \(L22-24\)](#) [Answer Key](#)**

Aim of Lesson

- To explore with the students the story of the death and resurrection of Jesus that we commemorate during Holy Week, with a particular emphasis on the betrayal of Jesus by some of his closest friends, and the message of hope that underlies the Resurrection.

Teaching Strategies

- Exploration and Discussion
- Story
- Critique of painting
- [Worksheet 47](#), [Worksheet 48](#)
- Videos
- Prayer

Resources needed

- A large white candle for the prayer time.

To begin: Introduce the Theme of the Lesson

- Tell the students that this lesson will focus on the passion (suffering), death and resurrection of Jesus, which we commemorate and celebrate during Holy Week and Easter.

Video 24.1: 'Caravaggio's The Taking of Christ' (page 172 of Students' Book)

Note: Caravaggio's famous painting, *The Taking of Christ*, depicts the moment when Jesus is identified by Judas with a kiss, as the soldiers move in to arrest him. You will find this painting online at <https://is.gd/takingchrist>.

Video 24.2: 'The Empty Tomb' (page 174 of Students' Book)

Prayer time (Guided Meditation) and Video 24.3:

Prepare for the prayer by making the room as dark as possible. Arrange the students' chairs in a circle, if possible. Place a large white candle in the centre of the circle but do not light it until indicated.

You might allow the students to listen to the song 'Out of Darkness' by Tom Kendzia a few times in advance of the prayer time (**Video 24.3**) so that they will be able to sing it together to end the prayer time.

Read out the following text for the meditation slowly and prayerfully, giving the students time to pause for reflection at intervals, as indicated.

Sign of the Cross

Teacher

The Easter story starts in darkness. The tomb was still and dark and quiet. Let us be still and quiet, too. If you are comfortable in doing so, close your eyes. *(Pause)*

In the last moments of Jesus' life, he was almost alone. Most of his friends had left. Many thought that his life, and his mission, had failed. *(Pause)*

There are times when we, too, can feel alone. We can feel as though we have no one to talk to. We may also feel that we have failed. *(Pause)*

When the stone was rolled in front of the tomb, it was completely silent. Take a moment to experience that stillness and that silence. *(Pause)*

But God breathed new life into Jesus' tomb, just as God breathed life into the world at the moment of creation. And suddenly, out of the darkness, there was light – the light of the risen Jesus. *(Pause)*

We believe that God is always with us and that God can bring light into our lives, too. Sometimes, God's light comes to us through a caring friend or a helpful stranger. It may come through the encouraging words of a teacher or a warm hug from a friend. *(Pause)*
God will not leave us alone. *(Pause)*

God will not leave us in darkness. *(Pause)*

God will always send us light. *(Pause)*

The resurrection of Jesus offers us hope and joy for the future. Because Jesus rose from the dead, we know that we can rise too, and enjoy eternal life in the glory of heaven. *(Pause)*

When you are ready, open your eyes.

Light the large white candle.

This Easter, let us pray that we can be a light for others.

Let us light the dark places with our good humour, our honesty and our thoughtfulness.

Let us welcome those who bring light to us on our dark days.

Let us encourage the flicker of hope that we see in others.

May we never quench someone else's light or deliberately bring unhappiness into their lives.

Jesus, our hope and our salvation,
you are our light.

Strengthen us so that we can bring your light to the world this Easter.

Let us remember that your light is needed, in a particular way, by those who are suffering for any reason.

Help us to bring your light to them.

We make this prayer in your name.

All

Amen.

All sing 'Out of Darkness' along with [Video 24.3](#).

Sign of the Cross

TERM 3

MODULE: THE CHURCH – PAST AND PRESENT

Lesson 25: The Disciples on the Road to Emmaus

Aim of Lesson

- To explore with the students the story of the risen Jesus' appearance to two disciples on the road to Emmaus and the connection between this event and what happens today at Mass.
- Tell the students that this lesson will focus on the story of the risen Jesus' appearance to two disciples on the road to Emmaus, and the connection between this event and what happens today at Mass.

Teaching Strategies

- Exploration and Discussion
- [Worksheet 49](#), [Worksheet 50](#)
- Video
- Critique of a painting
- Poetry
- Prayer (Guided Meditation)

To begin: Introduce the Theme of the Lesson

- Begin by reminding the students about how, before the Easter break, they had learned about the empty tomb and the appearance of the risen Jesus to his disciples.

[Video 25.1: 'The Road to Emmaus'](#) (page 178 of *Students' Book*)

Prayer time (Guided Meditation): You may choose to have a candle or tea lights burning during the closing Guided Meditation. Alternatively, you might choose to use artificial lights. Read out the following text for the meditation slowly and prayerfully, giving the students time to pause for reflection at intervals, as indicated.

Sign of the Cross

Teacher

Take a moment to be quiet and still. *(Pause)*
Close your eyes if you feel comfortable doing so and become aware of your breathing. *(Pause)*

Now, imagine yourself slowly going back in time, back to that Sunday evening in Emmaus. Imagine that you are there to share a meal with the risen Jesus. *(Pause)*
Picture the scene in your mind. *(Pause)* Who are you in the scene? Are you Cleopas? Are you his companion? Or maybe you are the kitchen maid? *(Pause)*

What do you hear/see/do? *(Pause)* How do you feel? *(Pause)*

How does the mood change when Jesus takes the bread, blesses it, breaks it and offers it to those present? *(Pause)*

What happens next? How do you react? How are you feeling? *(Pause)*

Imagine that experience for a moment longer, and then, slowly, open your eyes and come back into the present. *(Pause)*

Sign of the Cross

Lesson 26: The Church's Ministry to the Sick

Aim of Lesson

- To explore with the students how the Church today continues Jesus' ministry of caring for those who are sick.

Teaching Strategies

- Exploration and Discussion
- Bible Search
- [Worksheet 51](#), [Worksheet 52](#)
- Video
- Project work
- Prayer

Resources needed

- Each pair or group of students will need a Bible for the Starter Exercise (*page 183 of Students' Book*).
- The students will need access to the internet for the research element of the Class Project on Lourdes (*page 189 of Students' Book*). They may do this research at home. Some students may also need a large sheet of white paper and art materials for the presentation of the information.

To begin: Introduce the Theme of the Lesson

Begin by reminding the students that Jesus had a special place in his heart for the sick and dying. He laid hands on sick people and blessed them with God's healing. In some cases, he cured people of their illness or disability. In all cases, he was

supportive, comforting and loving. Jesus asked the apostles to carry on this healing ministry. That's why, as well as offering the Sacrament of Anointing of the Sick to those who are close to death, the Church today offers the sacrament to those who have a serious disability or long-term illness, those who are facing surgery, or anyone who would benefit from the sacrament.

Video 26.1: 'The Sacrament of Anointing of the Sick' (*page 186 of Students' Book*)

ANSWER KEY for Worksheet 52 (*page 188 of Students' Book*):

1. Note these two incorrect answers: Someone who has died; Someone who has a bad cold.
2. The two sacraments of healing are: Sacrament of Anointing of the Sick and Sacrament of Reconciliation.
3. Three repeatable sacraments in the Catholic Church are Eucharist, Reconciliation and Anointing of the Sick.
4. The prayer of faith, the laying on of hands, and the anointing with oil.
5. Five benefits someone may get from receiving the Sacrament of Anointing of the Sick: as listed on page 188 of the Students' Book.
6. Only a priest or bishop can administer this sacrament.

Lesson 27: Saint Paul – A Man with a Mission

Aim of Lesson

- To explore with the students the story of St Paul, who was initially a persecutor of the followers of Jesus but, following his conversion, became one of their greatest leaders.

Teaching Strategies

- Exploration and Discussion
- [Worksheet 53](#), [Worksheet 54](#), [Worksheet 55](#)
- Videos
- Map
- Creative activity
- Prayer

To begin: Introduce the Theme of the Lesson

This lesson takes us back to the early Church and looks at the great faith of the early followers of Jesus, who were despised by the Jewish leaders in Jerusalem and who often had to make great sacrifices in order to follow 'the Way' of Jesus. The lesson focuses on a man called Saul, who was initially an enemy and persecutor of the followers of Jesus, but later, because of a vision he had while traveling on the road to Damascus, he became one of their greatest leaders.

In relation to the second discussion question under **The Story of Alfred Nobel** (page 192 of *Students' Book*): The Nobel Peace Prize was awarded jointly to John Hume and David Trimble in 1998 'for their efforts to find a peaceful solution to the conflict in Northern Ireland'; and to Betty Williams and Mairead Corrigan in 1976 'for the courageous efforts in founding a movement to put an end to the violent conflict in Northern Ireland'.

[Video 27.1: 'The Story of St Paul'](#) (page 196 of *Students' Book*)

Extension Activity: Make a Bookmark!

[Key Skill: Being Creative]

- Suggest to the students that they choose their favourite quotation from Paul's letters from **Worksheet 55** and make a bookmark with it.

In relation to the **Let's Pray** (page 197 of *Students' Book*): You will need to choose a reader in advance of the prayer time.

Lesson 28: The Persecution of Christians Today

Note re. Assessments: There is a set of assessment questions and activities, along with a marking scheme, based on the content covered in **Lessons 25-28. [Assessment 7 \(L25-28\)](#) [Answer Key](#)**

Aim of Lesson

- To explore the persecution of Christians in the world today.

Teaching Strategies

- Exploration and Discussion
- [Worksheet 56](#), [Worksheet 57](#)
- Website exploration
- Whole-class activity
- Prayer

Resources needed

- Each group of students will need a sheet of paper and a pen for the Starter Exercise (*page 198 of Students' Book*).
- The students will need access to the internet if they are doing either of the 'Extension Activities' (*see below*).

To begin: Recap on Lesson 27

- Briefly recap on Lesson 27, where the students were introduced to the concept of religious persecution in the context of how the Jewish religious leaders, and particularly Saul, treated the first followers of Jesus. Religious persecution got much worse in the thirty years after Jesus' death and resurrection. In AD 65 the Roman Emperor Nero executed Paul and the apostle Peter, in a bid to prevent the further spread of Christianity. His efforts failed and Christianity continued to grow to become one of the largest religions in the world.
- Tell the students that, over the centuries, religious persecution did not stop or go away. In this lesson we will take a look at the situation in some of the many countries across the world where it is very dangerous to be a Christian today.

Video 28.1: Open Doors 'World Watch List' (*page 199 of Students' Book*)

Note: You may choose to opt for one or other of the two Extension Activities below.

Extension Activity 1: Further Research

[Key Skill: *Managing Information*]

Note: *The students will need access to the internet for this research activity. You may choose to make this a homework exercise.*

- **Aid to the Church in Need** is another organisation that aims to provide assistance to the Church in countries around the world where people are suffering. You could ask the students to research Aid to the Church in Need Ireland at acnireland.org and find out about some of the work they do.
- Invite volunteers to share their findings with the class.

Extension Activity 2: Research the Persecution of Other Faiths

[Key Skill: *Managing Information*]

Note: *The students will need access to the internet for this research activity. You may choose to make this a homework exercise.*

- Explain to the students that, while Christians are the most persecuted people of faith in the world today, they are not the only believers in the world today who are persecuted and discriminated against because of their faith.
- Invite the students to see if they can find some facts about the following people of faith who are discriminated against in various parts of the world. Give each student a different example to work on. Their task will be to find some facts relating to how and why these people are persecuted or discriminated against.
- Invite volunteers to share with the class one or more key facts that they have found through their research.
 - Muslims in India
 - Yazidis in Iraq
 - Hindus and Sikhs in Pakistan
 - Rohingya Muslims in Myanmar (formerly Burma)
 - Uighur Muslims in China
 - Tibetan Buddhists in China
 - Falun Gong practitioners in China
 - Jehovah's Witnesses in Russia
 - All religions other than Islam in Saudi Arabia

In relation to the **Let's Pray** (*page 201 of Students' Book*): You will need to choose a reader in advance of the prayer time.

Lesson 29: The Coming of Christianity to Ireland

Aim of Lesson

- To explore the coming of Christianity to Ireland, and especially the role of St Patrick in spreading the Good News.

Teaching Strategies

- Exploration and Discussion
- [Worksheet 58](#), [Worksheet 59](#)
- Research Activity
- Creative Activity
- Prayer (hymn/lyric video)

Resources needed

- The students will need access to the internet for the Research Activity that follows the Starter Exercise (*page 207 of Students' Book*). The students may do this research at home if it is not possible to do it in class.
- Each student will need card and colouring materials for the Greeting Card creative activity (*page 208 of Students' Book*).

To begin: Introduce the theme of the lesson

- Tell the students that this lesson will focus on how Christianity spread to Ireland in the fifth century. However, we will begin by looking at pre-Christian Ireland, which was home to the pagan Celts. Understanding

something of what the people and the culture of Ireland was like at that time will help the students to imagine the kind of challenges and opportunities that would have greeted those who sought to bring the Good News of the Gospel to this island. Students will have some previous knowledge of Celtic Ireland and St Patrick from their Religious Education in primary school.

Extension Activity: Visit to St Patrick Centre, Downpatrick

- You might like to organise a class visit to the St Patrick Centre in Downpatrick, County Down and view the interactive exhibition there on St Patrick.
- You can check out the information about this on the St Patrick Centre website, which includes details re. booking and admission fees.

[Video 29.1 \(a hymn for the Prayer Time\)](#)

– *page 212 of Students' Book*

Invite the students to listen to this lyric video which features a beautiful rendition of 'I Arise Today', a hymn based on St Patrick's Breastplate.

Lesson 30: Christianity Develops in Ireland

Aim of Lesson

- To explore with the students the development of Christianity in Ireland, with a focus on the life and work within early Irish monastic communities and on their founders.

Teaching Strategies

- Exploration and Discussion
- [Worksheet 60](#), [Worksheet 61](#), [Worksheet 62](#), [Worksheet 63](#)
- Map
- Video
- Group/Creative Activity
- Research Activity
- Prayer

To begin: Recap on Lesson 29

- Briefly recap on Lesson 29, where the students explored the development of Christianity in Ireland, and focused particularly on the role played by St Patrick.
- We will now focus on the development of monasticism in Ireland, and take a look at some of the main monastic founders, the role of monasteries and the life of a monk.
- Students will have some previous knowledge of Irish monasticism and Irish saints, such as Columbanus, Colmcille and Brigid, from their Religious Education in primary school.

[Video 30.1: 'Glendalough, Country Wicklow'](#) (page 217 of *Students' Book*)

Lesson 31: Irish Missionaries

Note re. Assessments: There is a set of assessment questions and activities, along with a marking scheme, based on the content covered in **Lessons 29-31. [Assessment 8 \(L29-31\)](#) [Answer Key](#)**

Aim of Lesson

- To explore with the students the contributions of early Irish missionaries and current-day missionaries to the work of spreading the Gospel.

Teaching Strategies

- Exploration and Discussion
- [Worksheet 64](#), [Worksheet 65](#)
- Video
- Research Activities
- Prayer

Resources needed

- The students will need access to the internet for the two research activities in this lesson (*page 225 of Students' Book*), which may be done at home.

To begin: Recap on Lesson 30

- Briefly recap on Lesson 30, where the students learned about the development of monasticism in Ireland – the main monastic founders, the role of the monasteries and the lives of the monks.
- Tell the students that in this lesson they will learn about the early missionaries – those who left Ireland and founded monasteries abroad – and about Irish missionaries today, who continue the work of spreading the Gospel around the world.

[Video 31.1: 'Columban Work with Migrants in Ireland'](#) (*page 227 of Students' Book*)

Lesson 32: Judaism (I) – Beginnings, Sacred Writings and Prayer

Aim of Lesson

- To explore with the students the foundation story of Judaism, its sacred texts and its prayer.

Teaching Strategies

- Exploration and Discussion
- Group Activity
- [Worksheet 66](#), [Worksheet 67](#), [Worksheet 68](#)
- Map
- Prayer (Guided Meditation)

To begin: Introduce the Theme of the Lesson

- Tell the students that this lesson will focus on the origins or foundation story of Judaism, as well as on its sacred writings and prayer.

Extension Activity: Creative Exercise (in relation to Moses)

[Key Skill: Being Creative]

Note: Each student will need an A4 sheet of white paper for this activity.

- Invite the students to draw a picture to illustrate **one** of these very important moments in Jewish history:
 - God calling Moses
 - God giving Moses the Ten Commandments on Mount Sinai
- Encourage the students to write some sentences underneath their picture to describe what is happening in it.

Prayer time (Guided Meditation): You may choose to have a candle or tea lights burning during the closing Guided Meditation. Alternatively, you might choose to use artificial lights. Read out the following text for the meditation slowly and prayerfully, giving the students time to pause for reflection at intervals, as indicated. The concluding prayer is on page 236 of the Students' Book.

Sign of the Cross

Teacher

I invite you to close your eyes and become quiet and still.

God guided Abraham on the journey to Canaan. It was a difficult and long journey. Abraham trusted in God, and God protected and provided for Abraham and his people.

Think back to a time when you felt that your life was difficult. *(Pause)*

Think back to a time when you felt your life was good. *(Pause)*

God is always with you. God guides you on your journey through life, through both good and not-so-good times. Take a quiet moment to be aware of God's love with you now. *(Pause)*

God guided the Hebrew people, through Moses, on their journey out of slavery in Egypt to freedom in the Promised Land. Moses trusted in God, and God protected and provided for the Chosen People.

God has guided you, too, through the various people who have helped you on your life's journey so far. Take a moment to remember a person through whom God has guided you. *(Pause)*

Thank God for this person and ask God to bless them. *(Pause)*

Now open your eyes and let's pray together part of Psalm 25, asking for God's guidance and protection, followed by the Glory Prayer. (Those prayers are in the Students' Book.)

Lesson 33: Judaism (II) – Festivals and Coming-of-Age Ceremonies

Aim of Lesson

- To explore with the students the main feasts and festivals of Judaism, and the coming-of-age ceremonies for Jewish boys and girls.
- Tell the students that this lesson will focus on the main feasts and festivals in Judaism. It will also take a brief look at Jewish coming-of-age ceremonies for boys and girls.

Teaching Strategies

- Exploration and Discussion
- [Worksheet 69](#), [Worksheet 70](#), [Worksheet 71](#)
- Videos
- Prayer

Resources needed

- The students will need art materials for the Creative Group Activity (*page 242 of Students' Book*).

To begin: Recap on Lesson 32

- Briefly recap on Lesson 32, where the students learned about the origins, the sacred texts and the prayer traditions of Judaism.

[Video 33.1: 'The Festival of Rosh Hashanah'](#) (*page 239 of Students' Book*)

[Video 33.2: 'The Festival of Sukkoth'](#) (*page 240 of Students' Book*)

[Video 33.3: 'The Festival of Hanukkah'](#) (*page 241 of Students' Book*)

In relation to **Worksheet 70** (*page 242 of Students' Book*): The missing words are underlined in the chart below.

[Video 33.4: 'The Bar Mitzvah Ceremony'](#) (*page 243 of Students' Book*)

Time of Year	Festival	Celebrates
Autumn	Rosh <u>Hashanah</u>	The Jewish New Year. A <u>ram's horn (shofar)</u> is blown every day at the synagogue to call people to begin the New Year in the right way and return to God.
	Yom <u>Kippur</u>	The <u>holiest</u> day of the Jewish year – a day of prayer and fasting for forgiveness of sin.
	Sukkoth (or Tabernacles) and <u>Simchat Torah</u>	Celebrates how God took care of the <u>Israelites</u> during their forty years in the desert on their way to the Promised Land. During that time the people slept and ate in temporary <u>shelters</u> or 'tabernacles' roofed by branches and leaves. The week of Sukkoth ends with a celebration at which the people rejoice by carrying the Sacred Scrolls of the <u>Torah</u> around the <u>synagogue</u> .
Winter	<u>Hanukkah</u> (Festival of Lights)	Celebrates the return to use of the <u>Temple</u> after it had been desecrated (vandalised) in 164 BC by foreign rulers. During this festival, many Jewish families light a <u>nine-branched</u> candlestick.
Spring	Pesach (Passover)	Celebrates how God sent Moses to lead the Israelites out of their captivity in Egypt to freedom in the Promised Land. It's also known as the Feast of <u>Unleavened Bread</u> .
Summer	Shavuot	Celebrates God giving Moses the Torah (the law and the <u>Ten Commandments</u>) on Mount Sinai.

Lesson 34: Judaism (III) – Sacred Places and Symbols, the Sabbath, and Judaism Today

Note re. Assessments: There is a set of assessment questions and activities, along with a marking scheme, based on the content covered in **Lessons 32-34. [Assessment 9 \(L32-34\)](#) [Answer Key](#)**

Aim of Lesson

- To explore with the students the sacred places and symbols of Judaism, Jewish observance of the Sabbath, and the main branches of Judaism today.

Teaching Strategies

- Exploration and Discussion
- [Worksheet 72](#), [Worksheet 73](#)
- Videos
- Prayer (Guided Meditation)

Resources needed

- The students will need access to the internet if they are doing the 'Extension Activity: Research Exercise' (see below).
- You will need a box of small pebbles for the Guided Meditation (see below).

Recap on Lesson 33

- Briefly recap on Lesson 33, where the students learned about the main feasts and festivals in Judaism, and about Jewish coming-of-age ceremonies for boys and girls.
- Tell the students that this lesson will focus on the Jewish Temple in Jerusalem, worship in the synagogue, Jewish observance of the Sabbath, the main symbols of Judaism, and the different branches of Judaism today.

In relation to the **Starter Exercise: Recall Activity** (page 245 of *Students' Book*): If there are any questions here that the students are unable to answer, share with them the answers that are provided in italics below.

- What was the name of the building in Jerusalem in the time of Jesus that was believed by Jews to be the holiest place on earth? (*The Temple*)
- Why did Jews regard the Temple as the holiest place on earth? (*Because it had been built to house the Ark of the Covenant. The Ark was a*

special wooden box that held the actual stone tablets on which the Ten Commandments were written.)

- What did Jews do in the Temple? (*They went there to worship and to offer sacrifices. Offering animals as a sacrifice to God was common in the time of Jesus.*)
- What happened to the Temple, and how much of it survives today? (*There were two Holy Temples in Jerusalem at different times, each standing for over four centuries. The first was destroyed in 537 BC but was later rebuilt. The second was destroyed by the Romans in AD 70. All that is left of the Temple today is the Western Wall or Wailing Wall.*)

[Video 34.1: 'What is Judaism?'](#) (page 348 of *Students' Book*)

[Video 34.2: 'Visiting Jerusalem'](#) (page 348 of *Students' Book*)

[Video 34.3: 'Celebrating Shabbat at the Synagogue'](#) (page 350 of *Students' Book*)

Extension Activity: Research Exercise

[*Key Skills: Managing Information; Thinking, Problem-Solving, Decision-Making*]

Note: *The students will need access to the internet for this activity, which they may do at home.*

- Invite the students to conduct some research to find out more about kosher food.
- The following questions may be helpful as a guide:
 - Where in the Torah are Jewish food laws written down?
 - What foods are kosher?
 - What foods are Jews forbidden to eat?
 - In a Jewish kitchen, what foods must not be (a) cooked together; (b) eaten together; (c) prepared using the same utensils?
 - What is distinctive about how meat is prepared in a kosher butcher shop?
- When the students have completed their research, they might like to share the information that they discovered with the class.

Prayer time (Guided Meditation): You may choose to have a candle or tea lights burning during the closing Guided Meditation. Alternatively, you might choose to use artificial lights.

Note: You will need a box of small pebbles.

- Give each student a pebble to hold.
- Read the meditation notes below slowly and prayerfully, giving the students time to pause for reflection at intervals, as indicated.

Sign of the Cross

Teacher

I invite you to close your eyes and become quiet and still.

Sometimes words are not enough, and we use gifts or symbols to express ourselves. In our worship of God, we can use symbols too. They help us to get beyond words to a deeper level of communication with God. Today, we are going to use a pebble in this way. We will allow it to help us in our worship of God.

Open your eyes and look at the pebble in your hand. Explore it for a moment. Turn it over, feel it. Is it rough or is it smooth? Is it light or is it dark? *(Pause)*

Does the pebble remind you of something in your life? *(Pause)*

Perhaps its smoothness reminds you of things that are pleasant. *(Pause)*

Perhaps its sharpness reminds you of things that are difficult. *(Pause)*

Perhaps its light colour reminds you of things that are happy and bright. *(Pause)*

Perhaps its dark colour reminds you of things that are sad. *(Pause)*

Perhaps its solid feel reminds you of things on which you can depend. *(Pause)*

So, take a few moments with this pebble now and allow it to remind you of something in your life. *(Pause)*

Close your eyes again. Take some time now and talk silently to God about this part of your life. Be aware of the pebble in your hand as you do so. *(Allow two minutes for silent reflection.)*

Invite the students to open their eyes, then bring the activity to a close by praying together the *Our Father*.

Sign of the Cross

Prayer Service to Mark the End of the School Year

Preparatory Note

- This prayer service should take place on a suitable day near the end of the school year.
- If the school has an oratory or prayer room apart from the normal classroom, you might consider using it. You might also consider asking the school chaplain or a local priest to join you for the service.

Resources needed

- A table/altar covered with a cloth
- A candle or religious icon in the centre of the table
- A box or tray
- The following symbols:
 - A schoolbag
 - A friendship bracelet
 - A textbook
 - A sports jersey
 - A plant or flowers
 - An Eco-Schools Green Flag or other eco symbol
 - A candle and lighter
 - A Celtic cross (or image of same)

Preparation

- You might like to play soft background music or begin or end the service with a suitable hymn. You will need to arrange these in advance.
- Before the service begins, ask each student to write their name on a piece of paper, fold it, and then put it in the tray or box. Then pass the box around and have everyone pick out a piece of paper. If a student picks out their own name, they should put it back and choose another.
- Appoint someone to collect the names again at the end of the prayer time and place them back on the table.
- Choose nine students to read the reflections and the passage from the Gospel.
- Choose seven students to place the symbols on the table/altar at the appropriate times.

NB: Allow as much time as necessary for **Part 3: A Time to Share** (page 256 of *Students' Book*).

Students are invited to share their memories of the year. The teacher/leader might initiate this part by sharing their own favourite memory.

Note: The text for the prayer service is on pages 253-257 of the *Students' Book*.